

Strategic Initiative Section Report

ASL Interpreter Training:

Date: 10-25-2019

- 2019-2020 Instructional Annual Update Program Review ASL Interpreter Training

Sorted by: Program

SI Section Templates: Assessment Report (Part 1 the Assessment Table) 2019-20, Assessment Report (Part 2 Responses) 2019-20

ASL Interpreter Training

Assessment Report (Part 1 the Assessment Table) 2019-20

2019-2020 Instructional Annual Update Program Review ASL Interpreter Training

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
ASL B62					
ASL B63					
ASL B64					
ASL B66					
ASL B68					
ASL B70					
ASL B71					
ASL B72					
ASL B73					
ASL B74					
ASL B75					
ASL B77					

We have yet to do any assessment so have nothing to report. We will begin in spring, following major curriculum revision.

Assessment Report (Part 2 Responses) 2019-20

2019-2020 Instructional Annual Update Program Review ASL Interpreter Training

Plan-Describe the process used to assess the courses for this program:

The process used to assess the courses in the Interpreter Training Program were final course grades and program completion. As a new program, we have had little data to go on. We also work with the same small group of students in three courses each semester.

Reflect-Based on the SLO performance data listed in the table, describe both the strengths and weaknesses of the program**STRENGTHS:**

The academic rigor of the program is good and improving. We have developed more teaching strategies targeted to specific skills.

Our small group structure allows for maximum learning.

Both faculty members are attending conferences, workshops, and online training opportunities.

WEAKNESSES:

Negative impact on ASL course scheduling

No funding for students to attend local workshops

Outdated equipment

Lack of dedicated learning environment (classroom, lab, etc.)

Dialogue-Explain when, or how often, discipline faculty meet to discuss the assessment process (e.g., planning, data collection, and results) for this program (e.g., department meeting).

Discipline faculty meet weekly, sometimes more than once. We share assignments, grading patterns, etc.

Strategic Initiative Section Report

Communication:

Date: 10-25-2019

- 2019-2020 Instructional Annual Update Program Review Communication

Sorted by: Program

SI Section Templates: Assessment Report (Part 1 the Assessment Table) 2019-20, Assessment Report (Part 2 Responses) 2019-20

Communication

Assessment Report (Part 1 the Assessment Table) 2019-20

2019-2020 Instructional Annual Update Program Review Communication

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
COMM B1 Public Speaking	32.66	50.62	8.82	7.89	100
COMM B2 Interpersonal Communication	38.28	44.01	4.43	13.28	100
COMM B4 Persuasion	41.04	43.55	5.91	9.5	100
COMM B5 Argumentation and Debate	30.16	41.04	14.29	14.51	100
COMM B6 Intercultural Communication	18.53	40.03	24.90	16.54	100
COMM B7 Organizational Communication	62.71	26.78	5.76	4.75	100
COMM B8 Small Group Communication	33.74	54.84	11.42	0	100
COMM B9 Health Communication	30.77	48.08	21.15	0	100
COMM B10 Leadership Communication	0	0	0	0	0
COMM B21 Oral Interpretation of Literature	0	0	0	0	0
SOCI B1: Introduction to Sociology	25.06	61.18	13.76	0	100
JRNL B1: Media and Society	0	0	0	0	0
PSYCH B1A: General Psychology	50.99	25.18	16.34	7.5	0

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
JRNL B2: Beginning Reporting		51.06	34.04	10.64	4.26
ENGL B2: Advanced Composition	0	0	0	0	0

Assessment Report (Part 2 Responses) 2019-20

2019-2020 Instructional Annual Update Program Review Communication

Plan-Describe the process used to assess the courses for this program:

All faculty are reminded in department meetings and sent reminders to complete an assessment in eLumen for every class each semester. Course leads send assessment ideas throughout each semester to faculty who teach their courses.

Reflect-Based on the SLO performance data listed in the table, describe both the strengths and weaknesses of the program

Students in our more challenging courses tend to have more difficulty meeting course SLOs. These courses are more challenging for students to master and more challenging for instructors to teach. The outlier here is COMM B4. While this is one of our more challenging courses student success in meeting or exceeding the SLOs is quite high. In discussion with faculty who teach the course the reasons for this success seem to be related to student self-selection for the course. More Communication majors close to graduation choose to take COMM B4 so they have previously taken another course that meets the Oral Communication requirement. As a result, they are taking the course to meet a major requirement and they have already mastered the most difficult skills in the class.

Since none of our classes have any pre-requisites student difficulty in meeting the SLOs in our more challenging classes may be an indicator of rigor.

Some faculty who completed their assessment processes in their classes realized that they hadn't entered their results in eLumen when they saw the zeros.

This year, we need to be trained to assess full courses using the SLO data in eLumen that our faculty have been entering for the last few years.

A note to the Program Review Committee and Assessment Committee: It would be helpful if the Meets/Exceeds/Does Not Meet and N/A were in the same order in the Assessment tab as they are in this Program review since we had to enter these items manually rather than auto-populating as eLumen promised us in their sales pitches.

Dialogue-Explain when, or how often, discipline faculty meet to discuss the assessment process (e.g., planning, data collection, and results) for this program (e.g., department meeting).

Most of our conversations about Assessment happen in department meetings and in hallway conversations. We meet at least once a year outside of department meetings at a retreat and discuss our assessment findings.

Strategic Initiative Section Report

Computer Science (BC):

Date: 10-25-2019

- 2019-2020 CTE CompTIA Instructional Annual Update Program Review

Sorted by: Program

SI Section Templates: Assessment Report (Part 1 the Assessment Table) 2019-20, Assessment Report (Part 2 Responses) 2019-20

Computer Science (BC)

Assessment Report (Part 1 the Assessment Table) 2019-20

2019-2020 CTE CompTIA Instructional Annual Update Program Review

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
COMP B31		74.19	25.81		100
COMP B32		70.45	27.27	2.28	100
COMP B33		73.33	26.67		100
COMP B34		91.72	7.59	.69	100
COMP B2	0	0	0	0	0
COMP B10	59.62	30.77	9.62		100
COMP B11	57.29	17.71	19.79	5.21	100
COMP B21	0	0	0	0	0

Assessment Report (Part 2 Responses) 2019-20

2019-2020 CTE **CompTIA** Instructional Annual Update Program Review

Plan-Describe the process used to assess the courses for this program:

Homework assignments, hands-on exercises, quizzes, and examinations were used to assess the courses for this program.

Reflect-Based on the SLO performance data listed in the table, describe both the strengths and weaknesses of the program

Based on the reported SLO data most of the students are exceeding or meeting the defined SLOs. To strengthen SLO outcomes instructors will continue to tweak assignments and instructional practices. In terms, of weaknesses, instructors will continue to modify teaching practices to hopefully increase student success rates.

Dialogue-Explain when, or how often, discipline faculty meet to discuss the assessment process (e.g., planning, data collection, and results) for this program (e.g., department meeting).

Faculty members meet as needed when determining if there are any necessary changes that need to be made to any of the currently defined SLOs.

Strategic Initiative Section Report

Construction Technology:

Date: 10-25-2019

- 2019-2020 Instructional Annual Update Program Review - Construction

Sorted by: Program

SI Section Templates: Assessment Report (Part 1 the Assessment Table) 2019-20, Assessment Report (Part 2 Responses) 2019-20

Construction Technology

Assessment Report (Part 1 the Assessment Table) 2019-20

2019-2020 Instructional Annual Update Program Review - Construction

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
CNST B1	No Data	No Data	No Data	No Data	
CNST B2	No Data	No Data	No Data	No Data	
CNST B3	No Data	No Data	No Data	No Data	
CNST B5	No Data	No Data	No Data	No Data	
CNST B6	No Data	No Data	No Data	No Data	
CNST B7	No Data	No Data	No Data	No Data	
CNST B8	No Data	No Data	No Data	No Data	
CNST B9	No Data	No Data	No Data	No Data	

Assessment Report (Part 2 Responses) 2019-20

2019-2020 Instructional Annual Update Program Review - Construction

Plan-Describe the process used to assess the courses for this program:

Construction has been without a full-time professor to shepherd the program for the past few years. As such, SLOs have not been assessed on a regular basis. It is, therefore, one of the goals of this program review to complete regular assessment of all SLOs this year and in semesters to come.

Reflect-Based on the SLO performance data listed in the table, describe both the strengths and weaknesses of the program

N/A

Dialogue-Explain when, or how often, discipline faculty meet to discuss the assessment process (e.g., planning, data collection, and results) for this program (e.g., department meeting).

There is only one (new) instructor in the program. The professor and adjuncts meet weekly with the department chair to dialog about needs, strengths, and weaknesses in the program.

Strategic Initiative Section Report

Crop Science:

Date: 10-25-2019

- 2019-2020 Instructional Annual Update Program Review Crop Science

Sorted by: Program

SI Section Templates: Assessment Report (Part 1 the Assessment Table) 2019-20, Assessment Report (Part 2 Responses) 2019-20

Crop Science

Assessment Report (Part 1 the Assessment Table) 2019-20

2019-2020 Instructional Annual Update Program Review Crop Science

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
					0
					0
					0
					100
					100
					100
					100
					0
					100

Assessment Report (Part 2 Responses) 2019-20

2019-2020 Instructional Annual Update Program Review Crop Science

Plan-Describe the process used to assess the courses for this program:

No assessments were scheduled for this year, but the success rate is determined by calculating the percentage of students in each course that correctly answered the questions on the tests and homework related to each SLO for the course. A score of 70% or better was considered meeting the expectations for the SLO.

Reflect-Based on the SLO performance data listed in the table, describe both the strengths and weaknesses of the program

N/A

Dialogue-Explain when, or how often, discipline faculty meet to discuss the assessment process (e.g., planning, data collection, and results) for this program (e.g., department meeting).

We discuss the SLO assessment data as part of regular monthly department meetings. Because we are such a diverse department containing seven distinct disciplines, much of the discussion is concerning SLOs of courses within a discipline that affect the students and teachers within the discipline. For example, there are the Plant Science courses, the Animal Science courses, the Mechanical Agriculture courses, etc. and most of the courses are not shared between disciplines. Within a discipline, the SLOs are discussed and shared much more often than between disciplines.

Strategic Initiative Section Report

Culinary Arts:

Date: 10-25-2019

- 2019-2020 Instructional Annual Update Program Review Culinary Arts

Sorted by: Program

SI Section Templates: Assessment Report (Part 1 the Assessment Table) 2019-20, Assessment Report (Part 2 Responses) 2019-20

Culinary Arts

Assessment Report (Part 1 the Assessment Table) 2019-20

2019-2020 Instructional Annual Update Program Review Culinary Arts

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
FDSV B50-Introduction	5	80	5		100
FDSV B52-Sanitation	10	75	15		100
FDSV B55a -Theory I	26	73	2		100
FDSV B55b-Theory II	26	73	2		100
FDSV B55c-Lab I	15	83	2		100
FDSV B55d-Lab II	25	74	1		100
FDSV B55e-Advanced Practicum	20	70	10		100
FDSV B55f-Fundamental of Baking	8	90	2		100
FDSV B59-Management	7	90	3		100
FDSV B51-Orientation	90	9	1		100

Assessment Report (Part 2 Responses) 2019-20

2019-2020 Instructional Annual Update Program Review Culinary Arts

Plan-Describe the process used to assess the courses for this program:

We use the data collected during the grading of our major projects and our lab competencies.

Reflect-Based on the SLO performance data listed in the table, describe both the strengths and weaknesses of the program

FDSV B50- Introduction- B50 is assessed using two major graded projects for the semester. The first project is due at mid-term and the other is due at the end of the semester. We are able to assist the student with their first project by allowing them to turn it in for review prior to the due date. The second project is assessed their ability to complete a long range project and comply with verbal instruction.

FDSV B52- Sanitation- Sanitation is assessed using three major written test and their national Certification for food safety results.

FDSV B55a -Theory I: This assessment for Theory class is the students' participation in MyLaband Mastering component of the weekly homework and the end of the semester project of their notes taken during lecture and demonstrations.

FDSV B55b-Theory II: This assessment for Theory class is the student's participation in MyLaband Mastering component of the weekly homework and the end of the semester project of their notes taken during lecture and demonstrations.

FDSV B55c-Lab I: Weekly assessment of skills used during the preparation of foods for service are provide to each student at the end of every class meeting. These assessment help the student know what areas need improvement. A grading rubrics is utilized for this assessment.

FDSV B55d-Lab II: Weekly assessment of skills used during the preparation of foods for service are provide to each student at the end of every class meeting. These assessment help the student know what areas need improvement. A grading rubrics is utilized for this assessment.

FDSV B55e-Advanced Practicum; Student create at menu using guidelines set by the instructor and are assessed on their ability to provide quality, varied and a readable menu.

FDSV B55f-Fundamental of Baking: Weekly assessment of skills used during the preparation of foods for service are provide to each student at the end of every class meeting. These assessment help the student know what areas need improvement. A grading rubrics is utilized for this assessment.

FDSV B59-Management: Students are assessed on a semester length project that takes them from the design stage, planning stage, inventory and pricing portions of managing a menu from concept to production. Each section of the project is assessed for thoroughness and accuracy.

The strength of our program is the student is able to grow the skills and then transition from one class to the next higher skills attainment class. This method of instruction (building skills) prepares them better for the industry.

One weakness in the program has been a lack of advanced skills in Pastry and baking and catering.

Dialogue-Explain when, or how often, discipline faculty meet to discuss the assessment process (e.g., planning, data collection, and results) for this program (e.g., department meeting).

We meet on a weekly basis to review certain relevant aspects of each course. One of the blessings of having new faculty is our ability to discuss the areas of the program that work and why. And to have a fresh set of eyes to help evaluate that process.